

Short text recap



Going for the Bread



- Characters?
- Events / plot?
- Techniques?
- Themes?
- Quotes?

1. “They call me _____. ” “Like what?”. “Like _____”
2. “Get off my _____. Don’t come here with your _____ daughter and your _____”
3. “No-one, ever again, was gong to _____ her children in the _____, cut them, muddy them, make them _____.”
4. “One day the _____ would _____”



- Mereana and her mother, the two girls and their mother
- Mereana goes to get bread and gets bullied and cut with glass. Her mum finds out and marches her to the girls' mother's house and gets abused, then hears the girls getting bashed by their mother
- Dialogue to show us, not tell us “dirty daughter, dirty lies”. Third person narrative which switches from seeing things from Mereana's perspective to her mothers. Short sentences to show us Mereana doesn't want to talk about things.
- Themes – prejudice / racism / family violence / abuse.

The Geranium



- Characters?
- Events / plot?
- Techniques?
- Themes?
- Quotes?

1. “Before they came she would put on a _____ to hide her _____”
2. “He reached out and _____ her. She could feel his _____ bruising her.”
3. “_____ that things out”, he said, so she took the _____ and put it into the _____
4. “she pulled the plug and watched the sink _____, watched the water turning, heard it rushing in the _____”



- Marney and Bob and her friends
- Marney stays at home and does the housework. On Wednesdays the paper comes and she reads about all the things she might want to buy. She won't leave the house. Her friends buy her a geranium but Bob makes her throw it in the scrap bucket. He comes home, demanding what she's done with her day.
- Exhaustive descriptions of everything she does to show us that's all she does and she's escaping her situation: "Then there were the grocery and meat ads...and there were jobs advertised too". Symbolism – the geranium, the newspaper, the drain.
- Abuse of power, domestic violence, oppression

The Hills



- Characters?
 - Events / plot?
 - Techniques?
 - Themes?
 - Quotes?
1. “I like it when I get to the top of the _____ - and I get out and see the _____ down over the hills. It’s like a _____ and you know there’s something good inside”.
 2. “Then something happens to you that’s _____ for a boy.”
 3. “ “Shut your _____”, one of them said”
 4. “I wouldn’t look at the _____... I remember wondering if I would ever _____ again.”



- The boy unnamed, the policeman
- The boy goes drinking with some mates at a pub and gets hassled by police officers who end up arresting them and searching the boy. He loses his sense of joy and innocence
- First person narrative – his perspective. Dialogue – conversational tone.
- Abuse of power / racism / prejudice

Beans



- The boy
- He loves everything!
- “I don’t want to miss a thing in my whole life”
- You could compare him to the boy in The Hills – both are innocent at the beginning of the story.
- A question - could this story be about the boy in The Hills?

Group quiz to remind us of short texts



- Get into your teams – sides of the room. I may move some people
- You need to remember quotes / discuss their significance / name characters and events

Team quiz



- Four teams
- You will be in these teams until end of term
- Prizes for team with most points at end
- Ways to get points include quizzes, essay planning, essay writing (adding up marks of group)
- Points taken off for talking
- First of all we will have a quote quiz
- One point for correct quote (must have all words)
- One point for correct story
- One point for significance
- BY THE WAY – you need to look through your notes to find your copies of each short story. I issued them to you all at the beginning of the year. See me and borrow a book to photocopy them if you don't have them and need them.

Quote quiz – team one



- She put on her _____ to hide her _____
- (one point – all missing words)
- One point – story)
- One point – significance
- Bonus points for insightful material

Team two



- (cardigan, arm)
- Shows us rather than making it explicit – insinuates)
- “I don’t want to _____ a thing in all my _____”

Team three



- (miss, life)
- (enthusiasm, energy)
- “And one day the _____ would _____”

Team four



- (war, end)
- (suggests it's a cycle of violence that needs to end)
- “You’re always _____ home”

Team one



- (sticking)
- (shows us Marney is never leaving the house and we question why if we haven't already figured it out)
- “It's like a _____ and you know there's something good inside)

Team two



- (wrapped parcel)
- Shows the boy's innocence
- “Don't come here with your _____ daughter and your
_____”

Team three



- (dirty, dirty, lies)
- Racism – helps us understand where the children have got their attitude from
- “Then something can happen to you that’s _____
_____ for a boy”

Team four



- (too much)
- (helps us understand loss of innocence – story has set him up as a cheeky character – we wonder what could possibly change this?)
- “He reached out and _____ her arm. She could feel his _____ her.”

Team one



- (gripped, fingers, bruising)
- (abuse happening but not explicitly stated)

What are the three symbols from the geranium?

Bonus – what do they represent?

Team two



- (newspaper – escapism. Geranium – romance. Drain – everything fading away.)
- What is the name of the boy who gets beaten up?
What other story can we compare it to and why?

Team three



- (No name. We can compare it to Beans as this character has lost the innocence that the Beans character has in abundance. We can compare it to Going for the Bread in terms of racism.)
- Name a technique from 'Going for the Bread' and say why it is effective

Team four



- (dialogue / short sharp sentences / narrative viewpoint). Significance?
- What is Patricia Grace's purpose in writing? how does she achieve this?



- (exposing the effects of the abuse of power. She achieves this by hinting at things, by only telling us half of the story, by her characterisation)

Short text questions to plan for



1. Good writers help us better understand important ideas about people. What important ideas about people did you better understand after reading the texts you have studied?
2. Describe one important incident in each text you have studied. Explain why these incidents influenced later incidents in each text you have studied.
3. Describe a relationship between two main characters in each text. Explain how these relationships developed in the texts you have studied.
4. Describe a **person or character** you **admired OR disliked** in EACH text. Explain **how** this person or character **helped you understand an idea (or ideas)** in EACH text.